

## Burton Pack Elementary

111 Gardner Drive  
Columbia, SC 29204

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	430 Students	
<b>Principal</b>	Dr. Denise Collier	803-691-5550
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	57	35

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Below Average	Yes
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

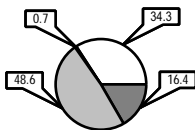
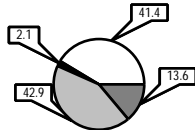
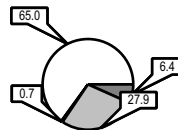
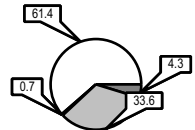
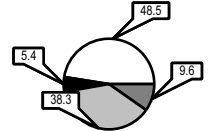
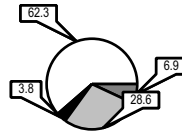
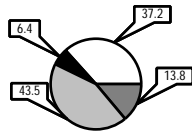
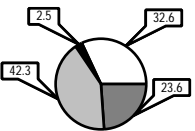
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	201	97.5	32.8	49.6	16.8	0.7	29.2	No	Yes
<b>Gender</b>									
Male	98	96.9	43.8	42.2	12.5	1.6	23.4	N/A	N/A
Female	103	98.1	23.3	56.2	20.5	0.0	34.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	200	97.5	33.1	50.0	16.2	0.7	28.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	176	98.3	29.2	50.8	19.2	0.8	30.8	N/A	N/A
Disabled	25	92.0	58.8	41.2	0.0	0.0	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	200	97.5	32.4	50.0	16.9	0.7	29.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	97.5	33.1	50.0	16.2	0.7	28.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	190	97.4	33.6	51.1	14.5	0.8	26.7	No	Yes
Full-pay meals	11	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	201	98.5	41.0	43.2	13.7	2.2	24.5	No	Yes
<b>Gender</b>									
Male	98	98.0	44.6	44.6	9.2	1.5	15.4	N/A	N/A
Female	103	99.0	37.8	41.9	17.6	2.7	32.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	200	98.5	41.3	42.8	13.8	2.2	23.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	176	99.4	35.2	47.5	14.8	2.5	27.0	N/A	N/A
Disabled	25	92.0	82.4	11.8	5.9	0.0	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	200	98.5	40.6	43.5	13.8	2.2	24.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	98.5	41.3	42.8	13.8	2.2	23.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	190	98.4	42.1	43.6	12.0	2.3	22.6	No	Yes
Full-pay meals	11	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	201	99.0	65.0	27.9	6.4	0.7	7.1
<b>Gender</b>							
Male	98	99.0	65.2	28.8	6.1	0.0	6.1
Female	103	99.0	64.9	27.0	6.8	1.4	8.1
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	200	99.0	65.5	27.3	6.5	0.7	7.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	176	99.4	59.8	32.0	7.4	0.8	8.2
Disabled	25	96.0	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	200	99.0	64.7	28.1	6.5	0.7	7.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	99.0	65.5	27.3	6.5	0.7	7.2
<b>Socio-Economic Status</b>							
Subsidized meals	190	98.9	67.2	26.1	6.0	0.7	6.7
Full-pay meals	11	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	201	97.5	61.4	33.6	4.3	0.7	5.0
<b>Gender</b>							
Male	98	95.9	62.1	31.8	4.5	1.5	6.1
Female	103	99.0	60.8	35.1	4.1	0.0	4.1
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	200	97.5	61.2	33.8	4.3	0.7	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	176	98.9	58.2	36.1	4.9	0.8	5.7
Disabled	25	88.0	83.3	16.7	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	200	97.5	61.2	33.8	4.3	0.7	5.0
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	97.5	61.2	33.8	4.3	0.7	5.0
<b>Socio-Economic Status</b>							
Subsidized meals	190	97.4	63.4	32.1	3.7	0.7	4.5
Full-pay meals	11	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	65	98.5	31.5	31.5	37.0	0.0	37.0
	4	51	100.0	23.8	42.9	31.0	2.4	33.3
	5	70	100.0	41.7	41.7	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	95.5	26.8	46.3	24.4	2.4	26.8
	4	72	97.2	32.7	53.1	14.3	0.0	14.3
	5	62	100.0	38.3	48.9	12.8	0.0	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	65	100.0	37.0	46.3	16.7	0.0	16.7
	4	51	100.0	23.8	40.5	33.3	2.4	35.7
	5	70	100.0	33.3	47.9	14.6	4.2	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	38.6	52.3	6.8	2.3	9.1
	4	72	97.2	42.9	34.7	20.4	2.0	22.4
	5	62	98.4	41.3	43.5	13.0	2.2	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	65	100.0	74.1	24.1	0.0	1.9	1.9
	4	51	100.0	57.1	31.0	11.9	0.0	11.9
	5	70	100.0	70.8	20.8	4.2	4.2	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	63.6	31.8	2.3	2.3	4.5
	4	72	97.2	61.2	28.6	10.2	0.0	10.2
	5	62	100.0	70.2	23.4	6.4	0.0	6.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	65	100.0	64.8	33.3	1.9	0.0	1.9
	4	51	100.0	47.6	42.9	9.5	0.0	9.5
	5	70	98.6	74.5	21.3	2.1	2.1	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	98.5	36.4	52.3	9.1	2.3	11.4
	4	72	94.4	65.3	32.7	2.0	0.0	2.0
	5	62	100.0	80.9	17.0	2.1	0.0	2.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 430)</b>				
First graders who attended full-day kindergarten	47.4%	Down from 89.7%	100.0%	100.0%
Retention rate	4.5%	Up from 3.2%	4.0%	2.8%
Attendance rate	96.3%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 6.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 5.9%	0.0%	0.0%
Eligible for gifted and talented	4.0%	Down from 6.7%	3.4%	10.4%
On academic plans	63.3%	N/AV	47.9%	33.6%
On academic probation	43.1%	N/AV	2.1%	1.0%
With disabilities other than speech	4.4%	Down from 5.3%	7.5%	7.5%
Older than usual for grade	1.8%	Up from 1.1%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	51.3%	Up from 51.2%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.7%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	3.3%	0.0%
Teachers returning from previous year	72.3%	Up from 70.2%	82.8%	87.3%
Teacher attendance rate	95.2%	Up from 93.0%	94.5%	94.9%
Average teacher salary	\$42,331	Up 3.3%	\$41,599	\$42,485
Prof. development days/teacher	18.6 days	Up from 16.1 days	15.0 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 16.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.6%	Up from 85.5%	88.0%	89.7%
Dollars spent per pupil*	\$9,052	Up 30.8%	\$7,931	\$6,557
Percent of expenditures for teacher salaries*	68.9%	Up from 65.4%	59.5%	64.0%
Percent of expenditures for instruction*	77.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration, respect for individual and cultural differences, an atmosphere in which students can develop self-worth, and parent/community involvement and support.

To accomplish this goal, the continuous achievement of the Burton-Pack students is the focus of all staff members. There is ongoing assessment of mastery of the state standards through PACT-like quizzes, district benchmark assessments, and school mock tests. Special celebrations and recognitions occur as our students demonstrate proficiency.

Burton-Pack Elementary School has made significant academic gains over the last three years. The PACT scores have risen by approximately 30% (since 2003); school is no longer in corrective action; and Adequate Yearly Progress has been met for 2004 and 2005.

To enhance the instructional program of Burton-Pack, several initiatives were implemented, which included the After-School Tutorial Program; Renaissance Learning; small-group instruction, especially in grades 3-5; and Math Instructional Focus. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an ongoing basis. The program provided homework assistance and tutoring in math, reading, science, and social studies in a structured and supervised environment.

Small-group instruction occurred with 15 tutors providing 2½ hours of math and reading instruction to students in grades 3, 4, and 5 three days per week. The final initiative was the Math Instructional Focus. On each Wednesday morning, homeroom teachers, related-arts teachers, and support staff engaged in half-day team teaching. Rigorous and challenging math activities were done with all students.

In addition to the academic improvements, there have been positive outcomes with the following: Highly qualified teachers increased from 87.9% to 90.0%; Percentage of parental involvement increased from 90.6% to 99.0%. Student-teacher ratio decreased from 17.7 to 16.0, and the suspension rate decreased from 0.9% to 0.3%.

The Teacher Advancement Program was implemented during the 2004-05 school year. This initiative provided master and mentor teachers to assist with team teaching, demonstration lessons, and professional development.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards by 2006.

Larry Wingate, SIC Chairperson  
Dr. Denise Collier, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	55	40
Percent satisfied with learning environment	65.8%	63.6%	78.4%
Percent satisfied with social and physical environment	73.7%	85.2%	66.7%
Percent satisfied with school-home relations	31.6%	85.5%	81.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.